

Catch 22

Not for profit organisation

Inspection dates		16–20 June 2014
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Requires improvement-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings for learners

This provider requires improvement because:

- Apprentices' pass rates and study programme learners' achievements are improving, but are not consistently high. The rates at which different groups of learners achieve their qualifications vary, but Catch 22 has not recognised or dealt with this issue.
- The quality of teaching, learning and assessment is variable across apprenticeship programmes; on the study programme it ranges from outstanding to inadequate. Study programme teachers do not manage poor classroom behaviour well or quickly enough.
- Managers and teachers do not focus sufficiently on improving all learners' and, in a minority of cases, teachers' English, mathematics and information and communication technology (ICT) skills. Learners' English and mathematics success rates are low on the study programme.
- Written records of progress reviews are cursory for apprentices and study programme learners. Records of progress reviews on the e-learning system are often out of date.
- Induction and initial assessment are not always timely. The results of initial assessment are not used well or routinely to inform teaching and the planning of individual learning. Induction is sometimes late and staff do not always conduct full health and safety assessments of apprentices' workplaces before they start.
- Teachers lack the skills and knowledge to provide the most effective support to learners with additional learning needs, particularly dyslexia.
- Self-assessment has not been sufficiently evaluative, informed by data or accurate. Quality improvement planning has not been linked closely enough to the outcomes of self-assessment.

This provider has the following strengths:

- Catch 22 staff provide very good personal and practical support for learners.
- Catch 22's very good partnerships with employers provide a significant and growing number of meaningful, well-managed work placements and apprenticeship places.
- An ambitious and realistic strategic- and operational-level quality improvement plan and integrated improvement system is being implemented and is having some impact.
- Equality and diversity are promoted well in the context of training and learning.

Full report

What does Catch 22 need to do to improve further?

- Undertake the next self-assessment process involving all levels of the organisation, including subcontractors, that is well informed by data, evaluative and incisive, and which identifies exactly what needs to be improved, why and how. Prioritise and link the outcomes of self-assessment with quality improvement action planning which are prioritised, highly specific, measurable, achievable, realistic and time bound.
- Raise the quality of teaching, learning and assessment and learners' pass rates on all programmes, including English, mathematics and ICT, through a full implementation of the new observation of teaching and learning system which identifies individual and collective areas for improvement and provides appropriate support and training programmes for staff as appropriate.
- Provide teachers on the study programme with further training and development to help them manage instances of poor classroom behaviour in a timely and effective way. Identify the causes of this poor behaviour, particularly by some young males, and implement strategies to rectify it.
- Develop teachers' skills and understanding in how best to support learners with additional learning needs, dyslexia in particular, in the classroom.
- Identify the reasons for differences between the rates of achievement of different groups of learners and implement a strategy to eliminate any significant and persistent gaps.
- Teachers' written comments and the targets teachers set for apprentices and study programme learners following progress reviews should all be clear, well written, detailed and constructive, and their marking of written work should highlight learners' errors in grammar and spelling and encourage learners to correct them.
- Ensure that assessors' records of progress reviews and learners' achievements held on the e-learning system are uploaded at the earliest opportunity, so that the records are up to date and available to inform discussions fully between assessors and learners during progress reviews.
- Improve the timeliness, and subsequent application of the results, of initial assessment to inform the planning of teaching and individuals' learning.
- Ensure that induction is timely, at or very close to the start of a learners' placement; implement full health and safety assessments of employers' premises prior to induction, before learners start their placement or apprenticeship.

Inspection judgements

Outcomes for learners	Requires improvement
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- The proportion of apprentices who achieved their full framework fell below the national rates in 2012/13, but is recovering well in 2013/14. Pass rates for sport, leisure and recreation apprentices are consistently high, whilst in other subject areas pass rates are rising but are not yet high enough. Most apprentices achieve their qualifications by their planned end dates, but the rates vary across the subject areas.
- Learners' achievements on the study programmes require improvement. A high proportion of learners are now achieving their main aims, but only half achieve a functional skills qualification in English or mathematics, a rate similar to the previous year on the precursor Foundation Learning programme. Learners' success rates on qualifications aimed at developing work skills, personal development and the skills needed for progression are low.

- A very high proportion of apprentices are in employment six months after their apprenticeship ends. A high proportion of study programme learners undertake work experience and benefit from it; this year a good proportion are progressing to employment, education or training on completion of their programme.
- Small gaps in achievement exist between different groups of apprentices, but these fluctuate from one year to the next. By contrast, male learners on the study programme consistently underperform women, and a shortfall in the achievement of White British learners compared with other learners has emerged in the past year.
- Apprentices develop good employability skills and grow in confidence. Sports apprentices develop practical skills which are well beyond the standard required for their course. Early years apprentices gain employment, or in some cases promotion, building appropriate knowledge and practical experience and improving their personal, learning and thinking skills. Business administration learners develop and apply a good level of understanding of current business administration practice.
- Learners' attendance on the study programme is satisfactory overall, but variable between different providers. The large majority of study programme learners complete and benefit from at least one work placement, which they value. Work placements help learners develop a useful skill set that prepares them well for subsequent employment and independent life. The poor behaviour of a minority of study programme learners impedes others' learning.

The quality of teaching, learning and assessment

Requires improvement

- Teachers have high expectations of learners, encouraging and motivating them well. Teachers offer good personal support and readily make themselves available to learners outside formal contact time.
- The quality of teaching on the study programme ranges too widely, from outstanding to inadequate, and not enough is good. The curriculum contains a good mix of experience and opportunities and is matched appropriately to local labour market needs. A good variety of resources is used well by teachers to set learning in the context of learners' real-life experiences and make learning interesting. Learners' employability skills are developed effectively through well-organised and productive work placements, varied project work, the study of work skills and personal and social development units, and some vocational taster sessions.
- Most teachers use questioning well to engage students' attention and involvement during classroom sessions and to check on their understanding. However, in too many sessions, teaching does not engage learners fully and, as a result, learners lose interest and become disruptive. Teachers lack a sufficiently wide range of skills and experience to manage this poor behaviour effectively or quickly.
- Teaching on apprenticeship programmes is satisfactory. Teachers usually plan sessions well. In the best sessions a good range of teaching approaches and resources is used which helps learners understand and then apply their learning in their workplace settings. Most employers provide very good support for learning.
- The teaching of English and mathematics requires improvement for all but sports, leisure and recreation learners. Even then, the quality of sports learners' written work is markedly lower than the demonstrable quality of their practical skills. Opportunities to improve all learners' written and spoken English are missed; for example in the context of their personal and social development programme. By contrast, the teaching of mathematics is often set in relevant contexts. Glossaries of terms and other resources to improve punctuation are not used consistently. Not all teachers correct learners' work for spelling and grammar and a minority of teachers and assessors do not have a good level of English themselves.
- Assessment practice is generally satisfactory, but of variable quality, and the quality and effectiveness of progress reviews require improvement. Assessors make frequent visits to the

workplace, and arrange these flexibly to match learners' availability. Progress reviews help the majority of learners reflect on their progress and broadly identify what they need to do to move forward; but, while verbal feedback is constructive for the most part, assessors' written feedback is cursory. The verbal feedback received by business administration learners helps them improve the standard of their work. In childcare provision, assessment often builds well on learners' prior learning and helps them develop their skills and understanding; but, in a few cases, learners' work is not marked carefully. In sports provision, assessors' written feedback is not detailed enough to help apprentices improve.

- Target setting and the measurement of apprentices' progress are too often cursory and general, for example only identifying the achievement of a full unit as a goal and noting when completed rather than setting incremental goals and promoting broader learning.
- Learners' electronic portfolios, for example in business administration, are not always up to date and sometimes cannot be accessed during reviews. Assessors and learners do not use the electronic portfolio system to its full potential and in its current form does not encourage the development of independent learning skills.
- Initial assessment is not always done early enough in a learner's programme and the results are not used consistently well to inform teaching and planning of each individual's learning. One impact of this is that more able learners are not being challenged sufficiently to improve their skills, knowledge and work practices. Learners with additional learning needs, such as dyslexia, are not being supported well enough because teachers do not have the appropriate skills to do so.
- Induction is well planned and documented, establishing clear expectations of learners and what they can expect from Catch 22, but it is not always timely. Employers play an effective role in apprentices' induction, helping to ensure, for example, that their choice of National Vocational Qualification units is appropriate to their work and aptitude. Assessors provide useful advice and guidance for learners on their next steps. Careers education and guidance on the study programme are adequate; specialist software packages are used to explore learners' interests and opportunities, together with work study and the personal and social education development programme.
- Equality and diversity are promoted well during teaching and learning. On study programmes, equality and diversity are an integral part of induction, of personal and social education sessions, and during lively discussions of topical themes of the month. The study programme offers learners an inclusive environment and is effective at supporting learners from disadvantaged backgrounds. However, poor behaviour by a minority of learners hinders the learning of others. On apprenticeship programmes, induction includes appropriate coverage of equality and diversity themes. Apprentices generally have a good awareness of how these themes are directly relevant in their work environment, but this is less the case for learners on sports, leisure and recreation apprenticeship programmes.

Early years and playwork

Requires improvement

Apprenticeships

- Teaching, learning and assessment on the childcare apprenticeships programme require improvement, as reflected in apprentices' pass rates which are improving but not yet high enough. Learners develop a good understanding of the childcare topics they are studying and consequently apply them well to their practical work situations. Many subsequently gain full- or part-employment in nursery schools and day nurseries. However, teaching is not effective at improving learners' English, mathematics or ICT skills. In particular, too many learners do not achieve the ICT element of their qualification, which prevents or delays them achieving a full apprenticeship.

- Assessment activities build well on learners' previous knowledge and practical experience, and help develop their personal, learning and thinking skills. Many learners have faced challenges previously with learning, and lack confidence, but their confidence frequently improves through the very positive way that assessors acknowledge and recognise their achievements. In most work placements, employers actively support learners and help prepare them to move to the next steps in their learning programme.
- Appropriately qualified assessors plan childcare programmes carefully and learners value the care and support they experience. Assessors support individual learners well during regular progress reviews and in training sessions using a range of teaching, coaching and mentoring methods which encourage independent learning. Students at risk of not completing their qualification are given additional support.
- Assessors record learners' progress towards targets during reviews, both online and using paper-based records, setting clear and challenging actions for the next steps to be taken. Most assessors give learners detailed and accurate verbal and written feedback on their assignment work; but, in a few cases, learners' work is not marked carefully and feedback does not help learners understand how to improve their skills and knowledge in subsequent tasks and activities.
- Assessors are using new approaches to initial and diagnostic assessment of learners' English and mathematics, but the detailed results are not then used to improve learners' skills in these subjects. The initial assessment of learners' ICT skills is inadequate and the support offered for the development of ICT is not effective. Catch 22 provides learners with access to computers and support out of working hours, but this opportunity is not available to all childcare apprentices.
- Learners' additional learning needs are not being diagnosed, recognised or supported consistently or effectively by staff. Assessors have not received adequate training to identify and support learners who are dyslexic. Dyslexic learners are consequently unable to develop strategies to manage the completion of their studies or to cope better with the challenges they may face in the workplace and with everyday tasks.
- Staff provide good, timely advice and guidance to learners. Contact is maintained with learners over time to deal with new challenges and to explore their often changing ideas on future plans and career choices.
- Learners have a good awareness of the importance of promoting equality and celebrating diversity in their work with children and young people. Assessors use interesting examples of good practice to develop learners' skills and understanding of cultural and linguistic diversity. For example, learners are taught to recognise the importance of valuing and respecting children's home languages even as they gain skills in speaking and understanding English.

Sport, leisure and recreation

Good

Apprenticeships

- The quality of teaching, learning and assessment on sport, leisure and recreation programmes is good. Teaching and learning are very effective and learners' pass rates are high. Learners develop very good levels of skills and knowledge, in some cases well beyond the requirements of the qualification. Learners are highly motivated and, over the course of the apprenticeship, develop the motivation and skills to work independently. They make good use of appropriate websites for research and to keep up to date with industry trends.
- Employers provide good support for learning and help learners apply their skills effectively in their workplaces. Learners demonstrate impressive levels of confidence when, for example, coaching young children in a school. Several current learners are contributing significantly to improving the effectiveness and smooth running of their workplaces, while learners on leisure

management courses are increasingly managing staff, facilities and budgets well. Others are planning realistically to open their own gyms or set up in private practice.

- Learners are able to articulate the principles of good coaching and explain how they would adapt these principles and techniques for different circumstances. One learner used advanced diagnostic and coaching skills to help a client reframe and prioritise fitness goals, enabling the client to become free of injury and work towards an ambitious long-term target. Another learner made very good progress towards achieving his own long-term goal of being a professional athlete by connecting his responsibilities at work to a good understanding of sector regulatory requirements, the general professional standards required and the standards expected by the qualification.
- The vast majority of learners already have a high level of prior qualification and experience on entry to the apprenticeship programme. Most assessors gain a good knowledge of learners' backgrounds, prior learning and aspirations through initial assessment, and use this well to ensure that learning is relevant to their work environment and future goals.
- Assessors schedule frequent progress reviews, but their feedback to learners and target setting focus too much on the completion of units and too little on promoting learners' broader understanding and development of skills. Learners generally prepare well for their reviews, but they are not sufficiently involved in the setting of targets nor in reflecting on, and evaluating, the progress they are making or the range of skills being developed.
- Most learners develop a good range of personal, social and employability skills. Teachers help learners improve their ability to apply mathematics in practical ways, such as financial planning and budgeting, but the focus on improving learners' English is not as strong or consistent. Most learners communicate well with clients and other staff verbally, but the standard of their written work at intermediate level does not reflect the demonstrable depth and extent of the knowledge they have gained.
- Learners' achievement of qualifications in English and mathematics is substantially higher in subcontracted provision, where the vast majority of learners are based, than in Catch 22's direct delivery, where learners do not make sufficient progress in improving their spelling and the quality of their written work. Grammatical and spelling errors are not routinely corrected, either in written form or digital copies. In a minority of cases, portfolio assessment does not provide an accurate picture of the quality and extent of learning, and learners' portfolios contain identical work.
- Learners principally use the e-portfolio system purely as a means to remotely answer assignment questions and access messages and feedback. Although there is the potential for learners to post comments and respond to feedback, this rarely happens. In some cases, learners and assessors are unable to log on to the system in the course of progress reviews, which limits the review's effectiveness.
- Assessors' promotion to learners of the themes of equality and diversity is adequate, but does not fully extend learners' understanding of how equality and diversity are applied in the workplace, for example during coaching and training sessions. Learners develop an adequate understanding of health and safety in the workplace and how it protects them, other staff and clients.

Employability

16-19 study programmes

Requires improvement

- Teaching, learning and assessment require improvement, as reflected in an improving but not yet high proportion of learners who achieve qualifications and their agreed goals. Too little teaching and learning are good, and there is significant variability in the quality of lessons, from outstanding to inadequate. Over the course of their programme the majority of learners do,

however, develop perseverance, grow in their self-belief, gain greater maturity and develop self-confidence.

- Teachers strive hard to provide an inclusive learning environment which meets learners' individual needs and interests. Teachers know their learners well and are dedicated to supporting them to succeed, but they do not always have sufficiently high expectations of them. Most learners have significant and challenging barriers to learning and, on occasions, the behaviour of a minority of learners in classroom sessions is poor, particularly by young males. Teachers lack the experience and practical expertise in how best to manage poor behaviour in a timely and effective way.
- In the best sessions, teachers plan learning well and use targeted questioning effectively to keep learners on task and check their understanding. This helps learners to remain engaged and contribute fully. Additional learning support staff are effective in helping learners to progress and complete tasks on time. A good variety of well-planned and well-presented resources help to stimulate learners' interest and set learning in the context of real life and work. Tutors' regular checks on learning and understanding in the classroom help learners identify gaps in knowledge and build on their skills.
- In the less effective sessions, learning is not engaging and learners soon lose interest in the activity. Tutors do not always take sufficient account of each learner's prior learning to plan activities that match their individual needs, nor do they use the available interactive learning technologies sufficiently to support learning.
- Accommodation is generally of good quality, with some welcoming and well-equipped training facilities and classrooms. However, centres do not always have sufficient spaces in which to conduct more confidential activities such as progress reviews.
- The quality of assessment practice is variable. Initial assessment is not used consistently well enough to plan each individual's learning or as a basis to review their progress. Too many learners do not complete their assessments early enough to help them and their teachers focus on what learners need to do to improve.
- Progress reviews are regular and effective and prompt learners well to reflect on their learning and their goals, but the quality of teachers' feedback is variable. Verbal feedback to learners is often insightful, but written feedback does not guide learners to think about what they need to do to improve.
- Support for learners is good. Staff provide a wide range of effective personal and practical support for learners. For example, learners receive timely financial help for food, travel and clothing to attend job interviews and work placements. Learners make use of a wide range of services, such as counselling and housing, which helps them remain on the programme. A good learning enrichment programme in Portsmouth provides a wide range of activities to help learners contribute to local life, such as producing a survival kit for the homeless, participating in the cleaning of a local beach and fundraising for various charities.
- Teaching and learning in English and mathematics sessions require improvement. In the best sessions tutors use life and work contexts well to make learning relevant. However, teachers do not fully exploit opportunities to develop learners' English and mathematics in sessions on personal and social development and in vocational sessions. Learners', and in a few cases teachers', errors in English are not corrected systematically in the classroom or in learning materials.
- The study programme provides an inclusive learning environment which attracts and welcomes learners with a very wide range of significant support needs. Prejudice is challenged well and learners are encouraged to develop their knowledge of a wider world. However, as teachers do not respond to poor behaviour well enough, some learners do not feel completely secure, and feel they cannot reach their full potential.

Administration

Requires improvement

Apprenticeships

- Teaching, learning and assessment require improvement. The proportion of learners that achieves their qualification has risen well, but is not yet high. Administration assessors are well experienced in industry, but some are still completing their assessor qualifications. Nevertheless, assessors' assessment practice is broadly sound and learners are developing a good awareness of current business administration practices and making good use of modern communication methods, including social media sites, to market business services.
- Assessors have high expectations of their learners. Assessors motivate the majority of learners to set themselves challenging and realistic goals. However, learners who already have other advanced-level qualifications before starting an intermediate-level apprenticeship are not challenged or encouraged to work at a level that reflects their capabilities.
- Training sessions are well planned, as are the tasks set within sessions. Learners are guided well to introduce and implement a high standard of business practice into their organisations. For example, an apprentice based in a small local business updated important health and safety procedures in her workplace including an up-to-date accident book to record incidents. Assessors make learners and employers aware promptly of any health and safety issue identified in a workplace that fails to meet statutory and industry standards.
- Assessors provide good personal support for learners and make themselves available in between formal sessions to respond to questions and queries by email, e-portfolio and telephone. Learners are supported well through frequent and regular visits by assessors in their workplace. Assessors liaise and collaborate well with employers to ensure that appropriate learning opportunities are available in workplaces.
- Learners receive useful feedback to help them improve the standard of their performance in business administration. For example, one learner had simply copied examples from the internet but assessors taught her how to avoid plagiarism by using examples from her own workplace which were also more relevant to improving her working practice. Assessors' feedback includes guidance to ensure that learners are prioritising their learning and allocating sufficient time to complete activities. Employers' feedback on progress reviews is not always used to set targets to improve learners' work practices.
- Learners receive a thorough and useful induction to their course. However, the induction is not always timely. In a minority of cases, learners can be at a workplace for some weeks before receiving their induction, and during this time may not be fully aware of their employment rights and responsibilities or any potential health and safety issues. Full health and safety assessments are not carried out routinely before a learner starts an apprenticeship, only at the time they start, which is too late to be certain that no risk exists.
- Initial assessment of learners' expertise in English and mathematics is not always timely and is not used well enough to inform individual learning plans or set personal targets. Learners only start preparation for improving their English and mathematics midway through their programme, by which time they have already produced assignments and other written work. The systems used for identifying, and the practices for supporting, learners with additional learning needs such as dyslexia are not effective.
- Assessors are not aware of how best to identify gaps in learners' knowledge of English or develop strategies to improve their literacy, for example through using glossaries, spelling and punctuation rules. Assessors do not always correct mistakes in learners' written work. Catch 22 has few specialist resources to support the development of literacy and numeracy skills and learners are often simply directed to use popular internet sites.
- Equality and diversity are promoted very well through induction and reviews, where expectations are explained well, and regular discussions throughout the course are prompted by

good use of current affairs articles. Learners are able to articulate their opinions effectively about subjects such as working class teenagers finding it difficult to get university places and identifying the differences between legal and illegal workplace discrimination.

The effectiveness of leadership and management

Requires improvement

- Catch 22's directors and managers are implementing an ambitious, well-structured and clearly articulated vision and strategy and improvement system to develop and improve all aspects of the apprenticeship and study programmes. Staff support the vision, understand the strategy and are working hard to achieve it. A key element of the strategy is a new, wholly integrated and aligned quality improvement system covering all aspects of the learning and skills provision, current and future. This new system is beginning to improve some teaching practice, performance management and raising learners' success rates across programmes, but much is still work in progress.
- Performance management and monitoring arrangements are much improved and increasingly provide good management information on learners' progress. An increasingly wide range of performance data is now generated, but the depth of monitoring and analysis is not yet consistent across all provision. Data on all learners' in-year success rates and their achievement of goals are not sufficiently accurate. The analysis of learners' progress and aspects such as their attendance rate is cumbersome and complicated because different management information systems are being used by Catch 22 and its subcontractors.
- Catch 22's new quality improvement systems have yet to have an impact on the self-assessment process or quality improvement planning. The two current self-assessment reports (SARs) produced in the past for the apprenticeship and study programmes are only partially accurate. The SARs are not sufficiently evaluative and the direct connection between each SAR and its respective quality improvement action plan (QIAP) is not seamless.
- The two QIAPs are broad in scope, but not focused clearly enough on identifying and tackling key priorities. The next SAR and QIAP process will operate under the new quality improvement system.
- A recently introduced system for the observation of teaching and learning is very thorough, appropriately structured and resourced, but it is too early to gauge its overall impact. Recent observation records indicate that observers' evaluations are perceptive and accurate, but that they are not paying enough attention to the impact of teaching on learning or how well learners progress during a session.
- A particular strength of Catch 22's provision is its very productive, close partnership working with a wide range of employers from which come a steadily increasing number of good quality work placements and apprenticeships. Catch 22 also has strong and productive links with schools and a very wide range of support agencies. These links, together with Catch 22's own wide range of initiatives, provide good support for young people who are disaffected, have barriers to learning, are not in education, training or employment, or are at risk of social exclusion or dysfunction. Catch 22's managers and brokers make increasingly good use of local market information to ensure that the employability and apprenticeship programmes meet local and regional priorities.
- Catch 22 provides good individual personal support to all learners. Its policies, practices and programmes promote openness and inclusivity. Staff are highly motivated in their work and strive to help learners succeed. Teachers and assessors practise an active and largely successful approach to the promotion of equality and diversity with learners. Catch 22 has not, however, made sufficient effort to identify, monitor and eliminate any achievement gaps between certain groups of learners.
- Catch 22 meets its statutory requirements for safeguarding learners. Safeguarding arrangements within the company are sound and prioritised appropriately. Staff have received

adequate basic and follow-on training about safeguarding awareness and practice, and additional training is scheduled later this year. When safeguarding incidents are reported they are managed appropriately from inception to conclusion, with referrals to specialist agencies as required. Detailed health and safety checks on work placements are not being conducted far enough in advance of learners starting on their programmes.

Record of Main Findings (RMF)

Catch 22

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	3	-	-	3	-	-	3	-	-
Outcomes for learners	3	-	-	3	-	-	3	-	-
The quality of teaching, learning and assessment	3	-	-	3	-	-	3	-	-
The effectiveness of leadership and management	3	-	-	3	-	-	3	-	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
Early years and playwork	3
Sport, leisure and recreation	2
Employability training	3
Administration	3

Provider details

Type of provider	Not for profit organisation							
Age range of learners	16-18, 19+							
Approximate number of all learners over the previous full contract year	900							
Principal/CEO	Chris Wright							
Date of previous inspection	January 2013							
Website address	www. catch-22 .org.uk							
Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	43	-	-	-	-	-	-	-
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	261	110	42	128	-	-		
Number of traineeships	16-19		19+		Total			
	-		-		-			
Number of employability learners	-							
Funding received from	Skills Funding Agency (SFA) and Education Funding Agency (EFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Gosport Pro-Active ■ Youth Options ■ GDF ■ West London Skills Training (Formerly Bridge Training) ■ RDA 							

Contextual information

Catch 22's administrative and training headquarters are both based in Portsmouth. The company provides apprenticeships and employability programmes directly and through a number of subcontractors throughout London, the south east, Midlands and north of England. Catch 22's training and skills provision is part of a much wider matrix of support and development programmes. The company describes itself as 'a social business providing services that help people in tough situations to turn their lives around'.

Information about this inspection

Lead inspector

Nick Crombie HMI

One of Her Majesty's Inspectors (HMI) and seven additional inspectors, assisted by the study programme manager as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment reports and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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